

**FILE A – For Optional Classroom Use as a Practice Test**

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# **Session 1A–Reading Practice Test**

# ENGLISH LANGUAGE ARTS: READING–SESSION 1A

This practice session has two reading selections and eight multiple-choice questions. Read each selection and answer the questions about it in the spaces provided in your answer booklet.

*“The Fox and the Fleas” and “The Dog and the Shadow” are stories that have been told for hundreds of years. They are still interesting today. Read the stories and then answer the questions that follow.*

## **The Fox and the Fleas**

*a Scottish tale retold*

There once was a Fox that was much bothered by fleas. After trying to push them off, she decided on a new method. She found a piece of wool, held it in her mouth, and took it to the river. She put the end of her tail into the water and backed slowly into the river. The fleas stopped biting her and ran away from the water, and at last they all ran over the Fox’s nose into the wool. Next, the Fox dipped her nose under the water and let go of the piece of wool. She watched the wool float down the river. Problem solved. No more fleas.

## **The Dog and the Shadow**

*from Aesop’s Fables*

It happened that a Dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen again.

“BEWARE OF LOSING SOMETHING BY GRASPING AT ITS SHADOW.”

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**Choose the best answer for each multiple-choice question. Fill in the bubble next to your answer choices for questions 1 through 4 on page 2 of your practice test answer booklet.**

1. In "The Fox and the Fleas," the Fox backed into the river because she
  - A. wanted to force the fleas onto the wool.
  - B. wanted to confuse the fleas.
  - C. did not want to jump into cold water.
  - D. did not know how to swim.
2. The best motto for the Fox in "The Fox and the Fleas" would be
  - A. "Be careful what you wish for; it might come true."
  - B. "If at first you don't succeed, try and try again."
  - C. "Do not judge a book by its cover."
  - D. "Do not attempt the impossible."
3. The Dog in "The Dog and the Shadow" lost his piece of meat because he was
  - A. clumsy.
  - B. hurrying.
  - C. scared.
  - D. greedy.
4. What do "The Fox and the Fleas" and "The Dog and the Shadow" have in common?
  - A. Both have characters with fleas.
  - B. Both happened in real life.
  - C. Both teach a lesson about life.
  - D. Both try to solve a problem.

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*The discovery of oil and its many uses as a fuel were responsible for major changes in people's ways of life during the twentieth century. Spindletop, an oil well in Texas, was one of the first big oil wells in the United States. Read the article and then answer the questions that follow.*

## **Spindletop and the Age of Oil**

*by Mark Lyons*



*This photograph shows the Spindletop oil well in January 1901.*

The roar was tremendous. Quickly, the air was filled with oil and natural gas. A geyser of black liquid shot up through a wooden derrick.\* The oil reached well over 100 feet above the ground. The late morning of January 10, 1901, saw the birth of a

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\*derrick: the framework over an oil well that supports the drilling machinery.

new industry on a hill called Spindletop. Spindletop was located near Beaumont, Texas. Oil rained down, covering the ground all around the derrick marking the site.

By late afternoon, hundreds of people had arrived at the site to watch the gusher shoot into the air. The oil ran out of the well, uncontrolled, for nine days. During that time, it covered the ground, animals, people, trees, and anything else in its path with a black greasy film. Huge dirt barriers were built to try to contain the oil, but these soon were full. Fire was a constant danger.

During this time, oil workers were trying to figure out a way to stop, or cap, the runaway oil well. Finally, a combination of pipes and valves was built and placed over the spewing oil. The oil flowed through the pipes. Valves were closed until the oil was completely stopped. The device held, and the oil well was now under control.

The huge amounts of oil produced by this one well and many others nearby helped usher in the age of petroleum. Before oil was found at Spindletop, it was primarily produced to be made into kerosene and burned for lighting. With the great volume of oil coming from the wells around east Texas, new uses were found. Trains and ships were powered by oil rather than coal. Factories also began to switch from burning coal to burning oil for power. Oil was less expensive than coal and burned more efficiently. Oil-burning furnaces took up less space and allowed companies to keep more of the money they made.

**3**

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As automobiles became more widely used, more oil was needed to manufacture the gasoline used to power these new vehicles. The great amount of oil made available after the Spindletop gusher helped to increase the use of the automobile all around the country. In addition, other products developed from oil, including plastics and various medicines, increased American dependence on oil.

By 1904, the amount of oil pumped out of the ground at Spindletop had already

begun to decline. Many companies that had switched from using coal to oil, however, did not want to go back to using coal. More oil had to be found. Drillers began searching for oil in other parts of Texas and the United States. Major oil finds were located in Texas by 1906, and the demand for oil continued to increase. The discovery of oil at Spindletop set the stage for a different way of life for the people of the United States and the world.

**Choose the best answer for each multiple-choice question. Fill in the bubble next to your answer choices for questions 5 through 8 on page 2 of your practice test answer booklet.**

- |  |  |
|--|--|
| <p>5. What does the photograph of Spindletop MAINLY show?</p> <ul style="list-style-type: none"><li>A. how Spindletop was different from other oil wells</li><li>B. how the Spindletop oil derrick worked</li><li>C. how dramatic the flow of oil was</li><li>D. how oil workers capped the oil well</li></ul> <p>6. In paragraph 3, the word <u>spewing</u> means</p> <ul style="list-style-type: none"><li>A. decreasing.</li><li>B. gushing.</li><li>C. dangerous.</li><li>D. greasy.</li></ul> | <p>7. In the early 1900s, how did oil compare to coal?</p> <ul style="list-style-type: none"><li>A. Oil furnaces were larger than coal furnaces.</li><li>B. Oil was more difficult to find than coal.</li><li>C. Oil cost more than coal.</li><li>D. Oil was cheaper than coal.</li></ul> <p>8. What was a MAJOR effect of oil discoveries like Spindletop?</p> <ul style="list-style-type: none"><li>A. Oil drilling was recognized as a dangerous activity.</li><li>B. Americans began to depend on oil for their way of life.</li><li>C. Hundreds of people went to Spindletop to see the oil shoot into the air.</li><li>D. Oil was produced mainly to be made into kerosene and burned for light.</li></ul> |
|--|--|

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# **Session 1B–Reading Practice Test**

# ENGLISH LANGUAGE ARTS: READING—SESSION 1B

This practice session has one reading selection, eight multiple-choice questions, and two constructed-response questions. Read each selection and answer the questions about it in the spaces provided in your answer booklet.

*As this article shows, the question “What’s for dinner?” was likely to have a very different answer in early American times than it does now. Read the article and then answer the questions that follow.*

## What’s for Dinner?

by Sharman Reed Price

Today, it is easy for most people to buy and prepare the food they eat. Most of us have neighborhood supermarkets, restaurants, and even drive-up windows where we can get a quick snack or something to drink. Much of our food is packaged, prepared, and served to us. Imagine what it was like two hundred years ago, though, for settlers who made their homes on the prairies and in the mountains. Getting, storing, and preparing food took a lot of work and a great deal of time.

Settlers first had to get their food. People fished and hunted; many raised livestock for their family’s table. Bear, venison, pork, chicken, turkey, duck, and fish—all were common to the settlers’ diet. Fruits and vegetables were grown in gardens or gathered from the nearby land. Corn, of course, was a mainstay.

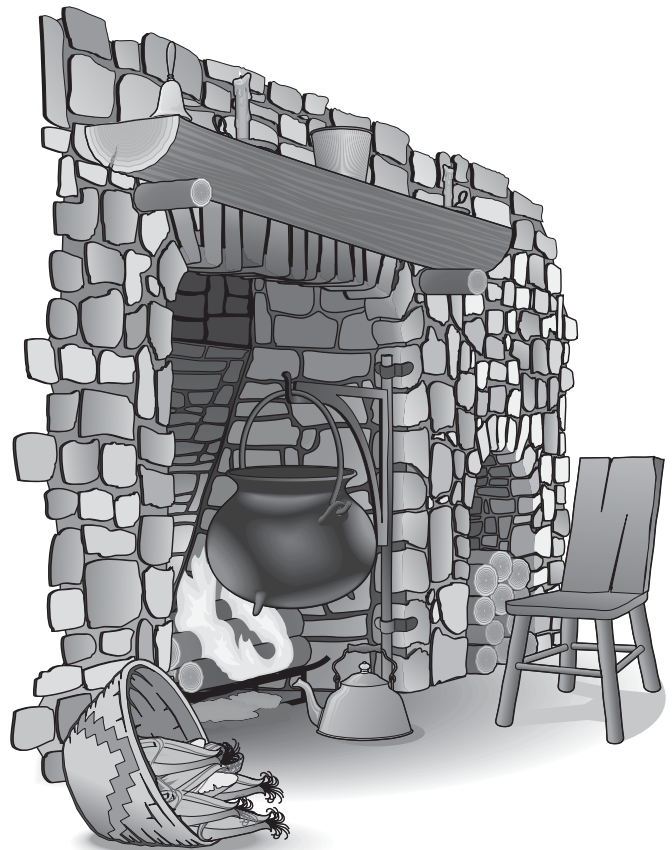
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### Hasty Pudding (makes 1 serving)

½ cup yellow cornmeal  
½ teaspoon salt  
1 cup cold water  
2 cups boiling water

Mix cornmeal with cold water. Add with salt to boiling water. Reduce heat and cook 10–15 minutes, stirring frequently. Serve with cream and maple sugar, brown sugar, honey, or molasses.

Unused mush can be refrigerated and used in other ways. For example, slice the mush, dust the slices with flour, and brown them in butter. Serve with syrup.



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Corn was prepared and eaten in many different dishes. People probably grew tired of eating so much corn! As porridge, hasty pudding, or cornmeal mush, it was a staple of most meals. The recipe shows how to make hasty pudding.

4 Before a family could enjoy the hasty pudding, however, corn had to be gathered and ground into cornmeal. Settlers usually ground their own cornmeal. They first scraped kernels from the corn cob. Then they placed the kernels in a mortar (a large bowl) and ground them with a pestle (a block of wood that was rounded to fit in the bottom of the bowl). Often the mortar and pestle were made from wood from a small tree trunk.

As towns and cities grew, mills for grinding corn and flour were built beside rivers. The settlers carried their own corn to the mills for grinding—which meant that they

had to ride for miles with sacks of corn in a wagon or slung across a horse's back. The trip took hours, but it was still easier than grinding corn by hand.

Cornmeal was also used for corn bread, sometimes called “corn dodgers,” “corn pone,” or “Johnnycakes” in different parts of the country. Corn bread was made by mixing cornmeal with water or milk and salt. If yeast, lard, or bear grease was available, they were added to improve the flavor of the bread. The dough was formed into small cakes, laid on a flat board, and placed close to the fire to bake. Corn bread is easy to make with an adult's help.

Preparing main dishes was often an all-day affair. All cooking was done over an open fire, and families made do with only a kettle or two and perhaps a skillet. The earliest fireplaces had a lugpole (a pole used to hold pots and pans) stretched over the coals of an open fire. Green wood was used for the lugpole because it would not burn as easily as dry wood. A kettle hung from the lugpole as meat and vegetables stewed in it for most of the day. If the lugpole burned, the family lost their dinner to fire. Later, the lugpole would be replaced by an iron crane. The crane could not catch fire, and it could be swung back and forth to allow the cook to handle kettles and pots more easily and safely.

Large roasts of venison or bear were cooked on a spit—a long thin pole stretched over the coals. The cook's job was to turn the spit regularly so that all parts of the meat 8 would cook evenly. Hot grease from the meat often popped and splattered, a hazard to the cook and anyone else standing nearby.

Meats were sometimes cured if the family had a smokehouse. This small building was made of logs; the cracks were tightly packed

### **Corn Bread**

*(makes 6 to 8 servings)*

2 cups cornmeal  
4 teaspoons baking powder  
1 teaspoon of salt  
2 eggs beaten  
2 cups buttermilk  
2 tablespoons vegetable oil or melted bacon drippings

Heat oven to 450 degrees. Grease a 9-inch pan with about 2 tablespoons of oil (use bacon drippings, if available). Leave oil in bottom of pan. Place pan in oven to heat.

Mix together the cornmeal, baking powder, salt, 2 eggs, buttermilk, and the melted bacon drippings. Pour into hot pan. Batter will sizzle.

Bake at 450 degrees for 35 minutes or until golden brown.

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with clay to hold in the smoke that cured the meat. Freshly butchered and salted hams, bacon, and sausages were hung from the smokehouse rafters. A small fire in the middle of the dirt floor smoldered for days. Smoke was produced by chips of hickory and apple wood, which gave the meat a special flavor.

Fresh vegetables and fruits were often stored during the winter in underground root cellars—pits dug into the ground or into the side of a hill. The natural insulation

of the earth kept temperatures in the root cellar above freezing but still cold enough to preserve the foods stored inside. In the summer, a springhouse served the same purpose for milk and butter. A small stone house built over the creek that supplied the family with water, the springhouse kept food cool and fresh for short periods of time.

Today, we hardly think twice when we ask, “What’s for dinner?” For families long ago, the question was not a simple one to answer!

**Choose the best answer for each multiple-choice question. Fill in the bubble next to your answer choices for questions 9 through 16 on page 2 of your practice test answer booklet.**

9. In paragraph 2, the word mainstay refers to a food that was

- A. common.
- B. unusual.
- C. healthy.
- D. delicious.

10. According to the article, which statement about the settlers is true?

- A. They often had to wait a long time for food to be delivered.
- B. They often had to travel great distances to trade for food.
- C. They often had to go hungry because they did not have enough food.
- D. They often had to make do with food that they could raise or grow.

11. Paragraph 4 states that corn had to be ground into cornmeal. Which meaning of ground is used in this paragraph?

- A. the part of Earth that is solid
- B. crushed into a powder
- C. to fix firmly on something
- D. to force to stay on land

12. The article states that green wood was used for lugpoles to hold kettles over cooking fires. Green wood was the best choice for lugpoles because this wood was

- A. more flexible than dry wood.
- B. easier to find than dry wood.
- C. less smoky than dry wood.
- D. slower to burn than dry wood.

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13. In the recipe for corn bread, what must be done BEFORE the corn bread mixture is poured into the pan?
- A. The pan must be heated in the oven.
  - B. The pan must be dried.
  - C. The mixture must be cooked.
  - D. The mixture must be tasted.
14. In paragraph 8, the word hazard means
- A. danger.
  - B. surprise.
  - C. reminder.
  - D. recipe.
15. How were the root cellar and the springhouse MOST alike?
- A. They were both located underground.
  - B. They were both used to keep food cool.
  - C. They were both located by a river.
  - D. They were both used to dry out food.
16. What is the MOST LIKELY reason the author included recipes in the article?
- A. because hasty pudding and corn bread are the author's favorite foods
  - B. because the author likes to experiment with recipes
  - C. so that the reader can try foods similar to those eaten long ago
  - D. so that the reader can cook using old-fashioned methods

**Write your answers to constructed-response questions 17 and 18 in the boxes provided on pages 3 and 4 of your practice test answer booklet.**

17. Explain TWO things that settlers had to do to be sure they had food. Use details from the article to explain why each was important.
18. Describe three ways that meals and food today are DIFFERENT from what they were like two hundred years ago. Use information from the article to support your answer.

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**Session 2A– Mathematics**  
**(Calculator Not Allowed) Practice Test**

# MATHEMATICS (CALCULATOR NOT ALLOWED)–SESSION 2A

This practice session has five multiple-choice questions and one constructed-response question.

Choose the best answer for each multiple-choice question. Fill in the bubble next to your answer choices for questions 1 through 5 on page 5 of your practice test answer booklet.

1. Mr. Bennett's students earned \$50 to buy toys for the school toy drive. They bought
- 5 teddy bears for \$4.50 each, and
  - 8 toy trucks for \$3.25 each.
- How much money did they have left?

A. \$ 1.50  
B. \$ 8.50  
C. \$11.50  
D. \$48.50

2. There were 4328 people at the Lincoln County Fair and 2194 people at the Johnson County Fair. Which estimate is closest to the total number of people who attended the two fairs?

A. 6000  
B. 6500  
C. 7000  
D. 7500

3. Gene has  $\frac{3}{5}$  of a pound of grapes. Mark has more grapes than Gene has. On the number line below, the space between 0 and 1 has been divided into 10 equal parts.



Which point on the number line could show the number of pounds of grapes that MARK has?

A. point A  
B. point B  
C. point C  
D. point D

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4. Emily is planning a camping trip for herself and 5 friends. She makes a trail mix with 2 cups of raisins for each person and 3 cups of granola for each person. Which number sentence shows the total number of cups of trail mix Emily makes for the trip?

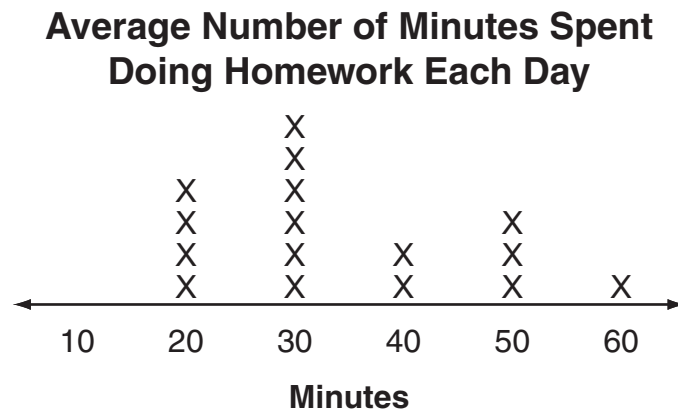
A.  $6 \times 3 + 2 = \square$   
B.  $6 + 3 + 2 = \square$   
C.  $6 \times 2 + 6 \times 3 = \square$   
D.  $6 + 2 \times 6 + 3 = \square$

5. A computer program can be used to calculate students' average grades. It rounds each average grade to the nearest tenth. Otto's average grade is 83.627. To what number does the computer round Otto's grade?

A. 83.6  
B. 83.63  
C. 83.7  
D. 84

**Write your answers to constructed-response question 6 in the box provided on page 5 of your practice test answer booklet. Be sure to answer all parts of the question.**

6. The line plot below shows, to the nearest 10 minutes, the average number of minutes some students spent on homework each day.



- a. What is the range for these data? Show or explain how you found your answer.  
b. What is the mode for these data? Show or explain how you found your answer.  
c. A new student arrives. She does homework for 10 minutes each day. Explain how this new piece of data will affect each of these statistics:
- the range
  - the mode

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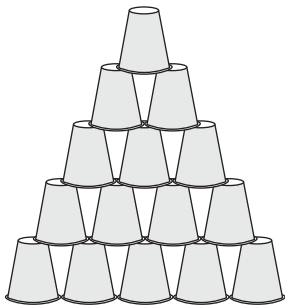
**Session 2B– Mathematics  
(Calculator Allowed) Practice Test**

# MATHEMATICS (CALCULATOR ALLOWED)–SESSION 2B

This practice session has eleven multiple-choice questions and two short-answer questions.

Choose the best answer for each multiple-choice question. Fill in the bubble next to your answer choices for questions 7 through 17 on page 6 of your practice test answer booklet.

7. Joe is going to build a paper-cup tower. He makes the drawing and table below to help him figure out how many paper cups he will need.



Cups on bottom	Cups in all
2	3
3	6
4	10
5	15

Joe wants to have 7 cups on the bottom. How many cups will he need in all?

- A. 20
  - B. 21
  - C. 28
  - D. 30
8. A rectangular television screen is 16 inches long and 22 inches wide. Which measurement is the best estimate for the perimeter of the screen?
- A. 40 inches
  - B. 80 inches
  - C. 200 inches
  - D. 300 inches

Use the table below to answer question 9.

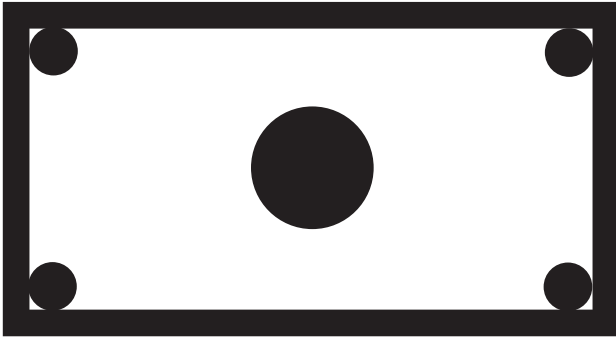
Input	Output
1	4
2	5
3	6
4	7
5	8

9. When  $n$  is the input, what is the output?
- A.  $n + 3$
  - B.  $n + 1$
  - C.  $3n$
  - D.  $4n$

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10. Justin's painting is shown below.



How many lines of symmetry does Justin's painting have?

- A. 0
- B. 1
- C. 2
- D. 4

11. The table below shows the results of a model car race.

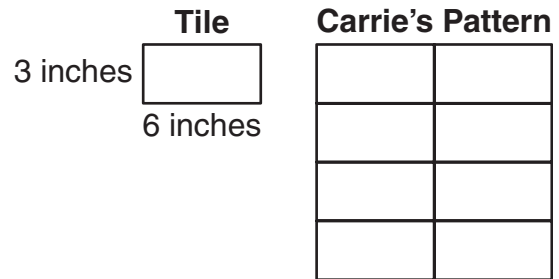
**Race Results**

Racer	Time (seconds)
Jo Anna	14.09
Billie	14.8
Missy	14.79

Which list shows the racers in order of their finish (least time to greatest time)?

- A. Jo Anna, Missy, Billie
- B. Jo Anna, Billie, Missy
- C. Billie, Missy, Jo Anna
- D. Billie, Jo Anna, Missy

12. Carrie used the rectangular tile shown below to make a pattern.



What is the area of Carrie's pattern?

- A. 144 square inches
- B. 108 square inches
- C. 81 square inches
- D. 36 square inches

13. Manuel bought 3 CDs that cost \$8 each and 3 notebooks that cost \$2 each. He used the expression below to calculate his total bill.

$$(3 \times 8) + (3 \times 2)$$

What is another way Manuel can calculate his total bill?

- A.  $3 \times 8 \times 2$
- B.  $3 \times (8 + 2)$
- C.  $3 + 8 + 2$
- D.  $(3 \times 8) + 2$

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Use your inch ruler and the picture below to answer question 14.



14. How long is this baby footprint to the nearest  $\frac{1}{4}$  inch?

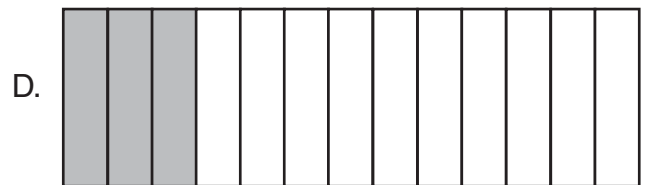
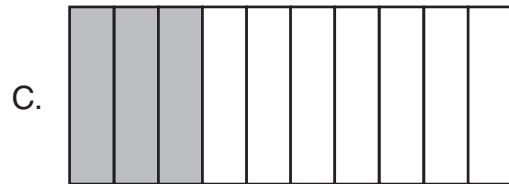
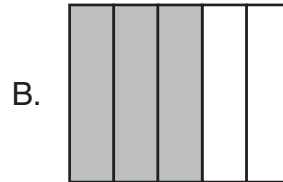
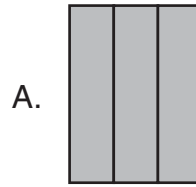
- A. 3 inches
- B.  $3\frac{1}{4}$  inches
- C.  $3\frac{1}{2}$  inches
- D.  $3\frac{3}{4}$  inches

15. What is  $k$ ?

$$12 - k = 4$$

- A. 3
- B. 8
- C. 16
- D. 48

16. Josh has painted 0.3 of a fence gray. Which picture shows 0.3 painted?



17. Lilly has 3 cartons of milk and 1 carton of juice in her refrigerator. If Lilly takes out one carton without looking, what is the probability that it is a carton of milk?

- A.  $\frac{1}{4}$
- B.  $\frac{1}{3}$
- C.  $\frac{3}{4}$
- D.  $\frac{4}{3}$

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Write your answers to short-answer questions 18 and 19 in the boxes provided on page 6 of your practice test answer booklet. Be sure to answer all parts of the questions.

18. Compute:

a.  $\frac{3}{10} + \frac{4}{10}$

b.  $\frac{4}{5} - \frac{1}{5}$

19. Solve each equation.

a.  $8 \times n = 24$

b.  $p \times 6 = 72$

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# ACKNOWLEDGMENTS

**The Maine Department of Education wishes to acknowledge and credit the following authors and publishers for the use of their work in the Maine Educational Assessment.**

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